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FACULTY COMMITTEE ON EXTENSION

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The Bureau of Extension of the University of North Carolina

The University of North Carolina through its Bureau of Extension offers to the people of the State:

I. General Information:

Concerning books, readings, essays, study outlines, and subjects of general interest. Literature will be loaned from the Library upon the payment of transportation charges each way.

II. Instruction by Lectures:

Lectures of a popular or technical nature and addresses for commencement or other special occasions will be furnished any community which will pay the traveling expenses of the lecturer.

III. Correspondence Courses:

In Algebra, Arithmetic, Civics, Drawing, Economics, Education, Engineering, English, European History, Latin-American History, French, Geology, German, Greek, Latin, North Carolina History, Rural Economics, Trigonometry, Solid Geometry, and United States History.

IV. Guidance in Debate and Declamation:

Through the High School Debating Union, special bulletins and handbooks, and material loaned from the Library.

V. County Economic and Social Surveys:

For use by counties in their effort to improve their economic and social condition.

VI. Municipal and Legislative Reference Aids:

For use in studying and drafting municipal and State legislation.

VII. Educational Information and Assistance:

For teachers, principals, superintendents, school committees and boards. The School of Education acts as a clearing house for information concerning all phases of educational work and conducts a teacher's bureau as an aid to communities and schools in securing efficient teachers.

For full information, address

THE BUREAU OF EXTENSION,
Chapel Hill, N. C.

The University of North Carolina Division of Correspondence Study

Announcement

The Bureau of Extension at the University of North Carolina herewith offers again a series of extra-mural courses by correspondence. Courses so marked can be counted toward credit for a degree under the restrictions indicated later.

Purpose

These courses are a continuation of the extension policy of the University. The response to the correspondence courses offered the last three years has necessitated the enlargement of the scope of such work from year to year. It is the ultimate purpose of these courses to make University instruction possible for every resident of North Carolina.

An attempt is made to offer study courses for the teacher, the tradesman, the artisan, the general reader, the student along any line covered by the resources of the University. The extent of such courses is determined by the calls received.

Time Required

Except as otherwise indicated a full course will mean thirty (30) weekly lessons. Courses may be begun at any time between October and March. No assignments will be made and no lesson plans sent out from June to October except by special arrangement and by payment of an extra fee. If a course is begun too late in the college year to be completed before the close of the year, it may be completed the following term.

The time required by the student will vary with the course and with the aptitude of the student. No definite requirement is made by the University. What the student gets from the course depends upon his or her individual efforts.

Credit and Non-credit

Certain of the courses as indicated are allowed to count toward the A. B. degree under the restrictions as later stated. All other courses are considered non-credit courses, and cannot be counted toward a degree. For further information as to the credit courses consult the section so headed in this bulletin.

Credit Courses

Certain courses indicated in this bulletin may be credited toward the A. B. degree. One-fourth of the number of courses required for this degree may be taken through correspondence, but not over one-half of this total may be done in any one University year. A candidate must meet college entrance requirements before being allowed credit for such work. A candidate wishing to pursue more advanced courses must present satisfactory credentials as to his fitness to pursue such courses in addition to credentials for college entrance. For every credit course a fee of $5 in addition to the registration fee of $2 is required, *e. g.*, one courst $7, two courses $12, three courses $17, etc. Final examinations in all courses must be taken by candidates either at the University or under conditions approved by the University.

Club Study Courses

Through this division, also, the Bureau of Extension offers its assistance to the women's clubs of the State in making and carrying out their programs for the year. The method of procedure for such work is explained on pages 14 and 15 of this bulletin. All correspondence about these club study courses should be carried on with Miss Roberson.

Certificates

When a course has been satisfactorily completed, whether credit or noncredit, a certificate to that effect will be issued and sent to the student.

Fees

A fee of two dollars ($2) is charged for registration. In addition, there is an instruction fee of five dollars ($5) for credit courses or of three dollars ($3) for noncredit courses. Any other fees are indicated in the announcement of the course in this bulletin. These fees are necessary to cover the cost of postage and of the clerical work. The instructors are the regular members of the University faculty whose only reward is the personal knowledge that they are serving the needs of the people in the State. They are freely and voluntarily giving their services.

No fees or parts of fees can be remitted after a course is once begun. Dropping a course before it is finished will necessitate a new registration fee as well as the usual instruction fees before another course can be pursued. All work for credit when once begun must be continued year after year consecutively or a new registration fee will be required in addition to the usual instruction fees.

Method of Procedure

1. Write to Miss Nellie Roberson, Chapel Hill, N. C., state your probable choice of courses, include the registration fee of two dollars ($2), and ask for an enrollment card in the Correspondence Study Division.

2. Upon the receipt of this card and the accompanying folders fill out the card as fully as possible, state the course or courses you wish to pursue, determine the cost for instruction, extra fees, etc., and make out a check, postal money order or express money order to Bureau of Extension University of North Carolina, and send card and money to Miss Nellie Roberson, Chapel Hill, N. C.

3. Just as soon as the office at the University receives your money and your enrollment card, lessons 1 and 2 will be sent to you. Prepare lesson 1 and return to Miss Roberson within a week. While lesson 1 is being corrected, work on lesson 2. Lesson 3 will be sent to you within one week from receipt of lesson 1, accompanied by the corrected lesson 1. Send lesson 2 upon receipt of lesson 3, and so on for the entire course, preparing one lesson while the previous one is being corrected.

4. Address all correspondence, prepared lessons, questions about lessons, books, etc., to Miss Nellie Roberson, Chapel Hill, N. C.

Officers of Administration and Faculty

EDWARD KIDDER GRAHAM, A.M., LL.D., D.C.L., *President of the University.*

WALTER DALLAM TOY, A.M., *Professor of the Germanic Languages and Literature.*

COLLIER COBB, A.M., *Professor of Geology and Mineralogy.*

MARCUS CICERO STEVENS NOBLE, *Dean of the School of Education, Professor of Pedagogy.*

GEORGE HOWE, Ph.D., *Professor of the Latin Language and Literature.*

CHARLES LEE RAPER, Ph.D., *Professor of Economics.*

ARCHIBALD HENDERSON, Ph.D., *Professor of Pure Mathematics.*

JOSEPH GREGOIRE DEROULHAC HAMILTON, Ph.D., *Alumni Professor of History.*

HENRY MCGILBERT WAGSTAFF, Ph.D., *Professor of History.*

WILLIAM MORTON DEY, Ph.D., *Professor of the Romance Languages and Literatures.*

LOUIS ROUND WILSON, Ph.D., *Professor of Library Administration, Director of the Bureau of Extension.*

HARRY WOODBURN CHASE, Ph.D., *Professor of Psychology.*

PARKER HAYWARD DAGGETT, S.B., *Professor of Electrical Engineering.*

EDWIN GREENLAW, Ph.D., *Professor of English.*

LESTER ALONZO WILLIAMS, Pd.D., *Professor of School Administration.*

EUGENE CUNNINGHAM BRANSON, A.M., *Professor of Rural Economics and Sociology.*

NORMAN FOERSTER, A.M., *Associate Professor of English.*

ROBERT LANE JAMES, C.E., *Assistant Professor of Drawing.*

GEORGE KENNETH GRANT HENRY, Ph.D., *Assistant Professor of Latin.*

HENRY MCCUNE DARGAN, Ph.D., *Instructor in English.*

WILLIAM WHATLEY PIERSON, A.M., *Instructor in History.*

WILLIAM WALTER RANKIN, A.M., *Instructor in Mathematics.*

CLINTON WALTER KEYES, Ph.D., *Instructor in Latin.*

NELLIE ROBERSON, *Secretary to the Correspondence Study Division.*

Committee on Correspondence Study—

DR. HOWE, DR. WILLIAMS, DR. DARGAN, MR. PIERSON

Courses of Instruction

Drawing

c 1. This course is designed to give the student who has never handled mathematical drawing instruments a thorough course of instruction in their use, and an understanding of the elementary principles of mechanical drawing. Instruction in free-hand lettering is given in connection with this course. Text-book. *Credit course, two hours.* Assistant Professor JAMES. Fee, $5. Drawing materials extra.

c 2. High School Course in Mechanical Drawing. An elementary course in mechanical drawing designed to aid those high schools that do not have a special teacher in this branch of work. Specific aid will be furnished to a regular teacher in the school by whom the classes may be organized and conducted.

The work done in this course will be of great value to the high school students of geometry, and is of special importance to students intending to go into any phase of engineering work. The practical applications are emphasized.

The work will require about two school periods each week. *Entrance credit, one-half unit.* Assistant Professor JAMES. Fee, $3. Instruments and materials, $6 to $10 extra.

NOTE.—If a class of five or more is organized to take up this work the total fees will be: Registration for the class, $2 per student; instruction, $1 per student; instruments and materials, $5 to $10 per student; total, $8 to $13 per student.

Economics

c 1. General Economics. A general course in elementary economics. It will treat of the uses of wealth for living, development, and government. It will also treat of the making of wealth by means of agriculture, manufacturing, commerce, and transportation. *Half-year, non-credit.* Professor RAPER. FEE, $1.50.

c 2. Applied Rural Economics and Sociology. Confined to a study of the student's own home county as outlined in the University Home-County Club-Study Syllabus. The subjects covered are: Historical Background, Natural Resources, Population Studies, Wealth and Taxation, Crops and Annual Products, Organization and Coöperation, Farm Credits and Markets, Improved Public Highways, Roadway Facilities, Public Schools and Higher Edu-

cation, Public Health and Sanitation, Church and Sunday School Problems, Country-Home Studies, Amusements and Recreations. *Credit course, three hours.* Professor BRANSON. Fee, $5.

Education

c 1. A brief study of the Principles of Teaching, the preparation of model lessons based on principles studied. *Non-credit.* Professor NOBLE. Fee, $3.

c 2. High School Organization. A study of the history, function, organization, management, program of studies, and internal equipment of the high school. Emphasis will be laid upon the rural public high school. Text-book, parallel readings, reports. Advanced course. *Credit course, one and one-half hours.* Professor WILLIAMS. Fee, $5.

c 3. School Hygiene. A study of school grounds, buildings and equipment. The features of construction, decoration, sanitation and location will be considered. Schoolroom diseases, medical inspection, care of exceptional children will be emphasized. *Non-credit.* Professor WILLIAMS. Fee, $3.

c 4. The Psychology of Education. A study of the fundamental psychological principles underlying educational theory and practice. Text-book. *Non-credit.* Professor CHASE. Fee, $3.

c 5. High School Problems. This course is intended to aid those high school principals and teachers who desire to renew their certificates under Plan C as provided for and announced by the State Board of Examiners:

"By presenting a satisfactory thesis on some phase of secondary education to be selected from a list of subjects suggested by the Board. This thesis is to take the place of the formal examination heretofore required for renewal. The applicant for renewal on this basis must notify the Secretary of the State Board of Examiners at least six months prior to the date of the expiration of his certificate that he desires to renew in this manner, and may at the same time, if he so desires, suggest the subject of his thesis. *This work may be based upon approved high school teachers' reading courses, or it may be done through approved correspondence courses.*"

Each student in this course will be required to choose a specific problem for study and investigation. At the end of the course he will be required to present a thesis embodying the results of his study and investigation. No general outline of the course, therefore, is possible, since each student will receive individual instruction.

Any principal or assistant high school teacher holding the regular certificate, who completes this course and presents a

satisfactory thesis, having complied, of course, with the other requirements of the Board, may secure his renewal without any further examination.

Credit towards the A.B. degree will *not* be granted for this course. Professor WALKER. Fee, $5.

c 7. Elementary School Problems. A reading course designed for the teacher or principal in elementary schools who wishes to obtain a grasp of the school problems from various angles. The work is designed primarily for teachers in rural and town schools.

From a given list of books, seven (7) are to be chosen and read in the light of suggestive hints and questions furnished by the University School of Education. In addition, reports will be required from time to time.

Two years at the least will be required for completing this course. A longer period will be allowed if arrangements are made for so doing at the time of registration.

Two examinations will be required: one upon completion of four (4) books; one upon the completion of the entire seven (7) books. *Non-credit.* The Professors of the School of Education. Fees: registration, $2, plus instruction $5; total, $7. Books extra. The instruction fee may be paid in two installments, $2.50 at time of registration (plus $2 registration fee), $2.50 more upon resuming work after the first examination.

NOTE.—Arrangements have been made with the State Department of Education at Raleigh whereby the Reading Circle Certificate will be granted by that department to all teachers who satisfactorily complete this course and pass the examinations.

c 8. Public School Administration. A reading course devoted to a broad survey of the field of public school administration in the United States. *Non-credit.* Professor WILLIAMS. Fee, $3.

NOTE.—Books for this course may be secured from the University Library, for a limited period of time, upon request and payment of transportation charges.

c 9. Standards and Measurements of School Work. This will be mainly a course of reading designed to be of assistance to superintendents and principals who desire to acquaint themselves with recent studies which aim to set standards and measure results in the various subjects, mainly those of the elementary schools. It will include such tests as those of Courtis in arithmetic, Ayres and Thorndike in handwriting, studies in spelling, reading, composition, etc. Most of this material is in pamphlet form and can be ordered from the publishers. The course will also include a brief treatment of the statistical theories underlying such work, and necessary in general for an understanding of the quantita-

tive studies appearing with increasing frequency in educational literature. The course can be shaped to meet the interest of those applying for it, and consists of no set number of lessons. *Non-credit.* Professor CHASE. Fee, $3.

Engineering

c 1. Heat. A course intended to supply the fundamental knowledge necessary for a thorough understanding of power-plant machinery. It may be taken to advantage by engineers and firemen who have had some practical experience, but whose advancement is handicapped by a lack of knowledge of the underlying theory.

The course deals with the fundamental principles and laws governing the generation, transmission and transformation of heat, and their application to practical problems. A good working knowledge of arithmetic and the ability to handle problems involving simple formulas is required. *Non-credit.* Professor DAGGETT. Fees, $3, plus text-book $2.

c 2. Steam Boilers. This course is intended for students and others interested in the installation, operation, or management of boiler plants. It deals mainly with boiler types, their construction, operation and maintenance. Especial attention is devoted to the question of efficient combustion and proper methods of firing. *Non-credit.* Professor DAGGETT. Fees, $3, plus text-book $2.50.

c 3. Electricity and Magnetism. This course is designed for those students who have had practical experience with electrical apparatus, but who lack the necessary knowledge of fundamental principles so essential for advancement in their work. Most of the topics considered are developed first experimentally, then the theory is explained, after which the practical applications are discussed briefly.

The necessary apparatus for the experiments is lent by the Extension Bureau to students within the State on payment of a small fee, but students living outside the State must provide their own apparatus. A large number of practical problems will be solved for which a good knowledge of arithmetic will be necessary. *Non-credit.* Professor DAGGETT. Fees, $3, plus Text-book $1.50, plus apparatus fee.

c 4. Electric Meters. A course dealing with the construction, principle of operation, use and testing of electrical measuring instruments. Among the subjects treated are: Fundamental electrical principles, current and pressure measuring instruments, power measuring instruments, phase and frequency meters, recording meter, watt-hour meters, meter testing and instrument errors.

Students electing this course should have some knowledge of algebra and trigonometry. *Non-credit.* Professor DAGGETT. Fees, $3, plus Text-book $2.50.

NOTE.—In all of these courses the text-books will be furnished from the University for the amounts named, the books becoming the property of the student.

c 5. Mechanics of Engineering. The theory of mechanics as applied to engineering structures and machines: (1) Statics, the action of forces on rigid bodies. (2) Kinetics, a study of the motion of a body under applied forces. (3) Inertia and friction, work and energy. (4) Study of the internal stresses in bodies and structures on which forces act. Text-book. *Non-credit.* Assistant Professor JAMES. Fee, $3.

(A knowledge of Algebra through quadratics, analytic geometry and calculus are prerequisite to the course.)

English

c 1. Freshman English. Themes are written throughout the year; analytical outlines are prepared about twice a month; a dozen expository essays are studied in detail, with chief emphasis on the ideas contained in them. In the second term some attention is given to narration. This course aims at (1) correct writing, (2) clear thinking, and (3) thorough reading. Required of all Freshmen. *Credit course, three hours.* The Professors of the English Department. Fee, $5.

c 2. The History of English Literature in Outline. A study of representative prose and verses from Beowulf to the end of the Nineteenth Century. The stress falls upon the actual study of literature rather than literary history, biography, or criticism, but a syllabus is used as a guide. Reports, outlines, and summaries, based on the material read, are required at frequent intervals. Required of all Sophomores in the College of Liberal Arts. *Credit Course, three hours.* The Professors of the English Department. Fee, $5.

c 3. Robert Browning. This course aims to give a fairly intimate acquaintance with much of Browning's best work—two or three plays, a large number of the short poems, and part of "The Ring and the Book." Detailed assignments are also made in Phelps' "Browning: How to Know Him," Mrs. Orr's "Handbook to Browning's Works," and Dowden's "Life of Robert Browning." *Credit course, two hours.* Associate Professor FOERSTER. Fee, $5.

c 4. The Nineteenth Century Novel. The course of English fiction is traced in outline from Jane Austin to writers of the present day. About half a dozen novels are studied and analyzed with care,

and some fifteen others are assigned for parallel reading or consultation. The emphasis falls less on technique than on the service of fiction as an interpretation of life. *Credit course, two hours.* DR. DARGAN.

French

c 1. Elementary Course. Drill in the essentials of French grammar, written exercises, and translation. *Non-credit.* Professor Dey. Fee, $3.

Geology

c 1. Elementary Geology. Lectures with reading and field work; home laboratory on common minerals and rocks. Open only to students who have had Geology 1 in the College of Geology s 3 in the Summer School, and given to complete these courses. *Credit course, three hours.* Professor COBB. Fee, $5, plus carrying charges on minerals and rocks.

(This course can be given only when five or more from one central point apply for it, since it is desirable that the teacher visit the class for field work.)

c 2. Advanced Geological Field Work and Special Research. Geology 13 of the College, and to be taken in extension of that work. *Credit course, one and one-half hours.* Professor COBB. Fee, $5, plus field expenses of the teachers.

German

c 1. An elementary course equivalent to the first year of high school German. Drill in the essentials of German grammar, translation of easy idiomatic German. *Non-credit.* Professor TOY. Fee, $3.

Greek

c A. A course for students who have had no opportunity of studying Greek in the preparatory schools. This course may be counted for entrance only. *Credit course, four hours.* DR. KEYES. Fee, $5.

NOTE.—This course is open only to those students who have begun the work in the Summer School.

c 1. Xenophon's Symposium: Review of important grammatical principles; Homer's Iliad, books I, II, and III, and Odyssey, book VI; Lysias, Selected Speeches. Reading at sight. Freshman course. *Credit course, four hours.* DR. KEYES. Fee, $5.

c 2. Plato, Apology and Crito; Euripides, Hecuba; Aristophanes, Frogs, reading at sight; lectures on Greek Literature. Sophomore course, calls for c 1 as a prerequisite. *Credit course, three hours.* DR. KEYES. Fee, $5.

c 6. Homer: Rapid reading of the entire Odyssey. Junior and Senior elective. Calls for prerequisites. *Credit course, two hours.* DR. KEYES. Fee, $5.

History

c 1. Modern European History. A course of study dealing with the primary factors that shaped European history from the close of the great religious war, 1648, (The Thirty Years War) to the present time. The present Europe will be interpreted by a study of the influences that gave its nations their present boundaries, their particular forms of government, and their national ideals and ambitions. Outline studies, texts and reference readings. A Junior and Senior course. *Credit course, two hours.* Professor WAGSTAFF. Fee, $5.

NOTE.—Any one desiring to take this course but not caring for credit may do so by paying the fee.

c 2. North Carolina History. A study of the leading facts of the history of the State during the colonial and Revolutionary periods, together with a survey of the industrial and educational development down to the Civil War. *Non-credit.* Professor NOBLE. Fee, $3.

c 3. American History. A general course covering the social, political and economic development of the United States. Text-book, syllabus, papers, and readings. *Credit course, three hours.* Professor HAMILTON. Fee, $5.

c 4. American History. An outline course in American History. Text-book and syllabus. Less detailed than c 3 above. Designed for high school teachers of American History. *Noncredit.* Professor HAMILTON. Fee, $3.

c 5. A careful study of the history, geography, political and social institutions, and economic development of the Latin-American countries. The first term is devoted to an analysis of the Spanish and Portuguese colonial systems and to the study of the struggle for independence; the second term is concerned with the development of republics, the struggle for political stability, the exploitation of resources, and the history of international relations. Junior and Senior elective. *Credit course, three hours.* MR. PIERSON. Fee, $5.

c 6. Classical History. A general course beginning with a study of ancient civilizations, but dealing in most part with the Greeks and Romans; text-books (chiefly Botsford, History of the Ancient World) and readings. Sophomore, Junior, and Senior elective. *Credit course, three hours.* MR. PIERSON. Fee, $5.

Latin

c A. Cæsar's Gallic War. Translation; special study of case constructions, analysis of subordinate clauses, exercises in indirect discourse; vocabulary and word-derivation; studies in the content. *Noncredit.* Professor HOWE. Fee, $3.

c 1. Cicero, De Senectute, and De Amicitia; Livy, selections; Horace, selected Odes and Epodes; exercises in syntax based on the text read; sight translation. This course is the same as course 1 offered in the regular session. *Credit course, four hours.* Professor HOWE. Fee, $5.

c 2. Latin Composition. The course will begin with translation into Latin of detached sentences illustrating the general principles of syntax and word-order; the second half will deal with continuous narrative and with questions of diction and style. *Credit course, two hours.* Assistant Professor HENRY. Fee, $5.

c 3. A course for teachers of Latin in high school. It aims at a general treatment of grammar from a historical point of view. Especial attention will be paid to case theories, sequence of tenses, use of moods and the more technical syntactical usages of the language. The course will be based on a study of Gildersleeve's Grammar and Bennett's Latin Language. *Credit course, two hours.* Professor HENRY. Fee, $5.

NOTE.—All these courses will be of value particularly to high school teachers of Latin.

Mathematics

c 1. A review of the principles of arithmetic. Special attention to high school arithmetic. *Non-credit.* Professor NOBLE. Fee $3.

c 2. Solid Geometry. A careful study of the text. Original problems. Text-book. *Non-credit.* Professor HENDERSON. Fee $3.

c 3. Algebra and Trigonometry. Algebra, from Quadratics through Theory of Equations. Plane and Spherical Trigonometry and Logarithms. The regular course required of Freshmen. Probably more than thirty lessons will be required to complete the course. *Credit course, four hours.* Professors of the Mathematics Department. Fee, $5.

Courses for Women's Clubs

These three courses include a study of the Nineteenth Century Novel, of Robert Browning, and of the Civilization of Latin America. The work may be done either intensively or extensively, *i. e.*, clubs may cover the entire field in any given topic or they may concentrate upon some one phase of a topic.

The work is arranged to meet the needs of each particular club and adapted to meet the demands and opportunities peculiar to each club. Individual care and attention is given every application for the work.

This division sends outlines and aids arranged by topics, divisions and subdivisions in such a way that they may be used as programs for the club meetings. No matter how many or how few meetings a club may have during the year, the work can be adapted to suit.

With the topics are sent references and further outlines, suggestive questions, etc., which still further aid the club members in the preparation of their papers. Reports from the clubs furnish still further opportunities whereby the members are aided.

The work is not an attempt to give University instruction on these topics, but only to place very definitely before the club women of the State the resources of the entire State University, the better to assist in the solution of certain educational, economic, and sociological questions in our State and Nation.

The work has the approval of the president and officers of the Federation and has been enthusiastically received by certain of the leaders in the club work throughout the State.

It is necessary to ask for a small fee of $10 from each club enrolling for this work as an aid in paying for stenographic services, postage, paper, etc. Upon request, a lecturer will be sent to introduce the topic and to start the work with enthusiasm.

The courses as here given do not carry University credit toward a degree.

All correspondence about these courses should be carried on with Miss Roberson.

Extension Lectures for North Carolina Communities

Announcement

In 1913-14 the University of North Carolina organized a lecture bureau for the purpose of aiding schools and other organizations in obtaining speakers to discuss with them the problems incident to their daily activities and to interest them in those things which look to the upbuilding of the State and the cultivation of the finer things of the spirit.

Since the establishment of the bureau the response on the part of the people of the State has been highly encouraging. More invitations have been received than could be accepted, and audiences in every part of the State have been reached.

This year the members of the faculty of the University offer a total of 152 lectures. The subjects for the present year again fall into three groups, their nature being indicated by the letters A, B, and C standing before them, as follows:

Lectures marked A are popular and of general interest.

Lectures marked B are specific or technical for study clubs, institutes, farmers' meetings, etc.

Lectures marked C are lectures or addresses for special meetings, such as commencement, patriotic, and dedicatory occasions, Memorial Day exercises, conventions, etc.

Lectures suitable for both general and special occasions are marked with two letters. In some instances the titles of commencement addresses are not given.

Organization for Lecturers

In continuation of the policy of the past three years, these lectures will be furnished wherever there is a demand for them, whatever the size of the community. Teachers' institutes, chambers of commerce, boards of trade, women's clubs, Y. M. C. A. centers, farmers' conventions and meetings, school boards, study clubs, and other organizations can arrange for lectures by applying for them.

Application and Terms

Applications for lectures should be addressed to E. R. Rankin, Assistant Director, Bureau of Extension, Chapel Hill, N. C. Since the lecturers are members of the faculty and are not able to leave the Univer-

sity at all times, the application should contain a first and second choice of lecturer, subject, and date.

The traveling and incidental expenses of the lecturer are borne by the organization for which the lecture is made. In the case of illustrated lectures, there may be an additional expense for the operator of the lantern if an operator is not supplied locally.

In order that the best results may be secured from these lectures, it is suggested that a series of three at least be provided for whenever possible, and that a regular schedule for them at intervals of a month or some other convenient period of time be arranged.

It is also suggested, if a single organization or community is unable to meet the entire expense of such a series, that it combine with a neighboring organization or community and thereby reduce the expense, as the lecturer could speak at two or possibly three neighboring places on the same trip. This can be done provided a central committee arranges all the details as to schedules and sees that the speaker can fill the dates without too great difficulty.

It is requested that the expenses incurred in filling appointments be met by the organization at the conclusion of the lecture.

Lecturers and Subjects

JOHN GROVER BEARD, Ph.G., *Assistant Professor of Pharmacy.*

A. 1. "Patent Medicines"—Their Uses and Abuses.

B. 1. The Collection and Cultivation of Crude Drugs in North Carolina.

WILLIAM STANLEY BERNARD, A.M., *Associate Professor of Greek.*

A. or B. 1. History of Architecture. (One or more lectures.)

A. or B. 2. History of Sculpture. (One or more lectures.)

B. 3. What is Art?

B. 4. Architecture and Civilization.

B. 5. Greek Drama.

JAMES MANNING BOOKER, Ph.D., *Associate Professor of English.*

(Not given in 1916-17.)

A. 1. The Fiction-making Mind. (Illustrative readings.)

A. 2. The Irish Plays. (Illustrative readings.)

A. 3. The Dramatic Monologue. (Illustrations from Tennyson and Browning.)

A. 4. Plattsburg: The Military Camp as a Part of the Movement for National Defense.

EUGENE CUNNINGHAM BRANSON, A.M., *Professor of Rural Economics and Sociology.*

A. 1. Robert E. Lee, Gentleman.

A. 2. Know-Your-Home-State Clubs.

A. 3. Come, Let Us Live with Our Children.

A. 4. Country Life and the Country Church.

A. 5. Farm Homes. (Illustrated.)

A. 6. Farm Home Grounds: Their Planting and Care. (Illustrated.)

A. 7. Wealth, Welfare, and Willingness.

B. 1. Home-County Study Clubs.

B. 2. The Local Market Problem.

JAMES BELL BULLITT, A.M., M.D., *Professor of Pathology and Histology.*

A. or B. 1. Medical Inspection of Schools.

A. or B. 2. Sanitation of a Small Town.

A. or B. 3. Typhoid Fever.

A. or B. 4. Malaria.

Harry Woodburn Chase, Ph.D., *Professor of the Philosophy of Education.*

A. 1. The New Education.
A. 2. The Making of the Individual.
A. 3. Heredity, Environment, and Education.
B. 1. The Growth of Educational Standards.
B. 2. The School Survey and What It Means.
B. 3. The Backward Defective Pupil.
C. Commencement Addresses.

Collier Cobb, A.M., *Professor of Geology and Mineralogy.*

A. 1. Where the Wind Does the Work. (An account of the sand-reefs along the North Carolina Coast. Illustrated.)
A. 2. Lessons from the Landes of Gascony. (A region of swamp lands and dunes reclaimed by drainage and tree-planting. Illustrated.)
A. 3. Old World Highways. (Illustrated.)
B. 1. Geology and Water Supply. (Illustrated.)
C. 1. Education for Service.

William Chambers Coker, Ph.D., *Professor of Botany.*

A. 1. Plans and Advice for the Improvement of School Grounds. (Dr. Coker will visit schools for the purpose of furnishing plans and advice for the improvement of grounds.)

Parker Hayward Daggett, S.B., *Professor of Electrical Engineering.*

A. 1. The Electrical Age. (Illustrated.)
A. 2. The Panama Canal. (Motion Picture.)
A. 3. Back to the Farm. (Motion Picture.)
B. 1. or A. 4. Electric Light and Power in the Home. (Illustrated.)
B. 2. or A. 5. Electricity on the Farm. (Illustrated.)
B. 3. or A. 6. Electricity and the Panama Canal. (Illustrated.)
B. 4. Electric Power and the Industries. (Illustrated.)
B. 5. Light and Lighting. (Illustrated.)

Norman Foerster, A.M., *Associate Professor of English.*

A. 1. Robert Browning.
A. 2. The Centenary of Thoreau.
B. 1. The Teaching of English in the Secondary School.

Edward Kidder Graham, A.M., LL.D., D.C.L., *President.*

A. 1. The Progressive. (A popular lecture on community spirit and development.)
A. 2. The Enjoyment of Books. (A popular lecture on reading.)
C. 1. Ideals and Tasks.

EDWIN GREENLAW, Ph.D., *Professor of English.*

A. or B. 1. The Idea of Tragedy in Shakspere.
A. or B. 2. Literature and the World Crisis.
A. or B. 3. Idealism in Ibsen's Early Plays: (*a*) The Pretenders. (*b*) Brand. (*c*) Peer Gynt.

JOSEPH GREGOIRE DEROULHAC HAMILTON, Ph.D., *Alumni Professor of History.*

A. 1. Andrew Jackson, a Product of Democracy.
A. 2. The Real Abraham Lincoln.
B. 1. The Locality as a Field for Historical Investigation.
C. or B. 2. The Question of Constitutional Amendment.

JAMES HOLLY HANFORD, Ph.D., *Associate Professor of English.*

A. or B. 1. Shakspere the Alchemist. (A lecture on the materials of Shakspere's Art.)
B. 2. Samuel Johnson and His Circle.
B. 3. The Greek Ideal in English Poetry.
B. 4. Education Without Letters: a study of traditional culture.

ARCHIBALD HENDERSON, Ph.D., *Professor of Pure Mathematics.*

A. or C. 1. The South's Awakening.
B. 1. The Teaching of Geometry.
B. 2. The Foundations of Geometry.

THOMAS FELIX HICKERSON, A.M., *Associate Professor of Civil Engineering.*

A. 1. Long Span Bridges with Special Reference to the Quebec Bridge. (Illustrated.)
B. 1. Problems of Highway Location, Construction, and Maintenance.
B. 2. Engineering for Land Drainage.
B. 3. Private Water Systems for the Home and Farm.

GEORGE HOWE, Ph.D., *Professor of Latin.*

A. 1. The Poetry of the Augustan Age.
B. 1. The Teaching of Latin in the High Schools.

EDWARD VERNON HOWELL, A.B., Ph.G., *Professor of Pharmacy.*

A. or B. 1. Narcotic and Other Injurious Drugs. What the Public Should Know About Them.

JOSEPH HENRY JOHNSTON, Ph.D., *Assistant Professor of School Administration.*

A. or B. 1. The Gary Idea in Education.
A. or B. 2. Educational Tests and Standards: Their Use and Their Abuse.
B. 3. Scientific Supervision of Teaching.
C. Commencement Addresses.

JOHN WAYNE LASLEY, JR., A.M., *Instructor in Mathematics.*

B. 1. Fundamental Concepts of Number.
B. 2. Some Mathematical Fallacies and Their Uses.

GEORGE MCFARLAND MCKIE, A.M., *Associate Professor of Public Speaking.*

A. 1. Recitals from Kipling.
A. 2. Recitals from Tennyson and Browning.
A. 3. Recitals from Modern American Humorists.
B. 1. The Essentials of Public Speech.

WILLIAM DEBERNIERE MACNIDER, M.D., *Professor of Pharmacology.*

A. or B. 1. The Origin and Prevention of Epidemics of Typhoid Fever.
B. 1. The Value of Diuretic Substances in Different Types of Nephritis. (For county medical meetings.)
B. 2. The Effect of Different Anesthetics on the Pathology of the Kidney in Acute Nephritis.
B. 3. The Effect of Chloroform and Ether on the Heart.

MARCUS CICERO STEPHENS NOBLE, *Professor of Pedagogy.*

A. 1. Scotland and Its Schools.
A. 2. Community Progress.
A. 3. The Making of a Good School.
A. 4. The Teaching of County Geography.
A. 5. The Influence of Geography on North Carolina History.
B. 1. The School Committee and the Schools.
B. 2. School Management, the Teacher, the Pupil, and the Parent.
C. Commencement and Educational Rally Addresses.

ANDREW HENRY PATTERSON, A.M., *Professor of Physics.*

A. 1. The Story of the Stars. (Illustrated with lantern slides.)
A. 2. The Gyroscope and Its Applications. (With experiments.)
A. 3. Sound Waves and Their Uses. (With experiments.)
A. 4. Real Preparedness. (An illustrated lecture on methods of manufacture of munitions of war.)
B. 1. The Story of Radium. (With demonstrations.)
B. 2. The Teaching of First-year Physics. (With experiments.)
C. Commencement Addresses.

WILLIAM WHATLEY PIERSON, JR., Ph.D., *Instructor in History.*

A. 1. Trade Relations of the United States and Latin America.
A. 2. The Monroe Doctrine, Past and Present.
A. 3. The Peace Movement and Public Economics.

JOSEPH HYDE PRATT, Ph.D., *Professor of Economic Geology.*

A. 1. Natural Resources of North Carolina.
A. 2. The Forests of North Carolina.
A. 3. Swamp Lands and Their Reclamation.
A. 4. Road Problems in North Carolina.
A. 5. Mineral Resources of North Carolina.
A. 6. The Fisheries of North Carolina.
A. 7. The Conservation of Our Natural Resources.
A. 8. The Care and Treatment of Prisoners.

EDGAR RALPH RANKIN, A.M., *Assistant Director of the Bureau of Extension.*

B. 1. How to Organize and Conduct High School Literary and Debating Societies.

WILLIAM WALTER RANKIN, JR., A.M., *Instructor in Mathematics.*

B. 1. The History of Mathematics.
B. 2. The Teaching of High School Mathematics.

CHARLES LEE RAPER, Ph.D., *Professor of Economics.*

A. or C. 1. Taxation by the State.
A. or C. 2. Taxation by the Municipality.
A. or C. 3. Taxation by the Nation.
A. or C. 4. Coöperative Marketing of Farm Products.
A. or C. 5. Credit Institutions for the Farmers.
A. or C. 6. The Effects of the European War on the people of the United States: (*a*) Their Money and Credit; (*b*) Their Wheat and Other Foodstuffs; (*c*) Their Cotton; (*d*) Their Cotton Goods and Other Textiles; (*e*) Their Labor and Wages; (*f*) Their Costs and Burden of Living.
C. Commencement Addresses.

MARVIN HENDRIX STACY, A.M., *Professor of Civil Engineering.*

A. or C. 1. Some High School Problems.
B. 1. The Farmers' Part in Highway Improvement.
C. Commencement Addresses.

Walter Dallam Toy, A.M., *Professor of the Germanic Languages and Literature.*

A. or B. 1. The German Universities.
A. or B. 2. Martin Luther.
A. or B. 3. Bismarck. (Illustrated.)
A. or B. 4. Goethe's Faust.

Francis Preston Venable, Ph.D., D.Sc., LL.D., *Professor of Chemistry.*

A. 1. Lessons in Democracy from a Swiss City.
B. 1. The Wonders of Radium.

Henry McGilbert Wagstaff, Ph.D., *Professor of European History.*

A. 1. The Underlying Causes of the European War.

Nathan Wilson Walker, A.B., *Professor of Secondary Education.*

A. or C. 1. The School and the Community.
A. or C. 2. Democracy and Education.
A. or C. 3. Our Country High Schools. (Illustrated.)
A. or C. 4. Our Farm-life Schools. (Illustrated.)
A. or C. 5. Community Civics.
A. or C. 6. The High School Pupil and the Capital He Has to Invest.
A. or C. 7. The Pupil, the Curriculum, and the Teacher.
A. or C. 8. Commencement Addresses.
A. 9 or B. 1. Modern School Buildings. (Illustrated.)
A. 10 or B. 2. Play and Recreation. (Illustrated.)

Lester Alonzo Williams, Pd.D., *Professor of School Administration.*

A. 1. Facts and Figures in Education.
A. 2. The School and the Community.
A. 3. James Whitcomb Riley, the Child's Poet.
B. or A. 4. Work, Play, Drudgery.
B. 2 or A. 5. Teaching—a Job, a Position, or a Profession.
B. 3. Schoolroom Wastes and How to Prevent Them.
B. 4. Those Little Animals We Teach.
A. 6 or B. 5. The Farm-life School—Its Place in the Community.
C. Commencement Addresses.

Henry VanPeters Wilson, Ph.D., *Professor of Zoology.*

A. 1. All Sorts of Animals. (Illustrated.)